STAGES IN A CLASS AND THEIR PURPOSES

ANOS INICIAIS.

LANGUAGE: LEXIS or FUNCTION

STAGES	PURPOSE
WARM-UP *(Initial Routine):*	Warmers are activities that get students to talk and ready to learn. A warmer is not necessarily related to the topic of the lesson. Warmers are not isolated activities but can serve to set the tone and mood in class or **to recycle/ review** some previously learnt language in an enjoyable way.
lEAD-IN:	A lead-in is meant to lead students into the lesson. Its main purpose is to set the mood for what is to come next, to arouse students' curiosity about the topic and motivate them to want to learn more. It is supposed to provide a **meaningful and authentic context for language learning.** **Discussions, role-plays, mind maps, games, videos, songs, pictures, comic strips, ads, surveys, drawings, you name it**. It's also important to vary your lead-in techniques so as to **arouse students' curiosity and interest.** ***(MD or Extra Material)***
NOTICING	When learners "notice" new language, they pay special attention to its **meaning + form + pronunciation**. This is the moment when the teacher may extract evidence or sentences or core material used in class in order to draw students attention to **MEANING + FORM + PRONUNCIATION** (always tackled in this fixed sequence) of words, chunks, idioms or functional sentences. (MD or
PRESENTATION (*LANGUAGE ANALYSIS*): **- test (inductive clarification):** **- teach (clarify/ explain):** **- test (controlled practice):**	**T**est,**T**each, **T**est (TTT) is an approach to teaching where learners **first complete a task or activity** without help from the teacher. Then, based on the problems seen, the teacher plans and presents the target language. **Then the learners do another task to practise the new language.** *(MD - ANÁLISE POR EXEMPLOS/ INDUÇÃO - MD)* Example

	The learners, who have not studied food they like to eat, are given a text and asked to find examples of food or given a number of lexical items to match to their meaning. They are able to do this but not to deduce meaning. The teacher plans a lesson to help learners develop this, and then asks them to do a similar activity.
CONTROLLED PRACTICE 2 *(OPTIONAL):*	Focus on new language Structure - no language manipulation. Some examples of controlled practice are *substitution drills, sentence transformations, split sentences, picture dictations, class questionnaires, reordering sentences, matching sentences to pictures, gap-fill and circle the answer*. **Focus on accuracy**
SEMI-CONTROLLED / FREER PRACTICE (according to level):	Give students a chance to use the language in a freer context. Discussion questions, roleplay, etc. Complete freedom on language manipulation - experimentation – personalization and use of previous contents - **focus on fluency.**
WRAP UP / FOLLOW-UP (optional):	Recap the main objective presented in the lesson by collecting good examples of language and correct mistakes (sentences on the board).

LISTENING / READING

STAGES	PURPOSE
LEAD-IN:	A lead-in is meant to lead students into the lesson. Its main purpose is to set the mood for what is to come next, to arouse students' curiosity about the topic and motivate them to want to learn more. It is supposed to provide a **meaningful and authentic context for language learning.** **Discussions, role-plays, mind maps, games, videos, songs, pictures, comic strips, ads, surveys, drawings, you name it**. It's also important to vary your lead-in techniques so as to **arouse students' curiosity and interest.**
PRE-LISTENING / READING TASK:	- **Motivation:** Arouse students' interest/ curiosity to the topic (a picture, a question); - **Contextualization:** predict the text's content by activating students' previous knowledge - **PREPARATION:** Pre-teach key vocabulary or chunks of words that might interfere in their understanding (short activity to sort out meaning);
1. **INITIAL LISTENING/ READING TASK:** 2. **DETAILED LISTENING/ READING TASK:**	**ONLY** to Identify what's important in a passage Ideally, a listening passage should be played twice: FIRST TIME: Listening/ Reading for the gist - **general information.** Listening for specific information; SECOND TIME: Listening Reading for **specific Information**: For both listening and reading tasks, you may proceed as follows: 1. ***Students do the task individually;*** 2. ***students check the activity in pair for correction;*** 3. ***call students randomly to check with the whole class***
POST-LISTENING/ READING TASK:	Activities to personalize (*based on the text, it's your turn to…*), report or **transfer skills** (from reading/ listening to speaking or writing).
WRAP UP / FOLLOW-UP (optional):	Recap the main objective presented in the lesson by collecting good examples of language and correct mistakes (sentences on the board).